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THE CANADIAN SPELLERS

QUANCE

BOOK TWO



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Prescribed 1931

THE CANADIAN SPELLER

BOOK TWO

GRADES VII TO IX

BY

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PREFACE

The Canadian Speller is a Canadian text in spelling compiled from the results of experimental investigations conducted throughout the Dominion. A Speller should be based on three fundamental considerations: (1) How is its vocabulary determined? (2) What factors determine the grade placement of the words? (3) Is the method psychologically sound? The author was convinced that the first two of these questions needed answering under Canadian conditions. The investigations conducted by him in this connection during the past eight years have extended into every province of the Dominion. The first published report of these investigations is briefly outlined in this Speller under the heading, *Basic Investigations*.

The author has kept in mind that these are pupils' books, and has, therefore, included only such additional matter in the text that its construction and use may be fully understood. The aim is to develop in the pupils an independence in the mastery of their spelling problems. Through the use of the many suggestions outlined in the *Course of Studies*, and through following the clear and explicit instructions given to the pupils in the text, this aim should be accomplished. All these instructions and suggestions are progressive in character, designed to match the pupil's increasing ability in spelling.

Word lists are a concise method of presenting the spelling curriculum of a grade. They also make possible the use of the pre-test method which is to-day the most widely accepted procedure of teaching spelling. Knowing, however, that contextual spelling is a more exacting test than the spelling of word lists, the author has made provision whereby the words which give the most persistent

difficulty in spelling should appear in their final review in contextual material.

The author acknowledges his indebtedness to the many superintendents and inspectors of schools, and to the many classroom teachers from the Atlantic to the Pacific who have so generously co-operated in the investigations which form the foundation of this Speller. He is also under deep obligation to his many students, without whose very kind assistance the task could never have been completed.

F.M.Q.

CONTENTS

| | PAGE |
|--|------|
| BASIC INVESTIGATIONS | 7 |
| GENERAL DIRECTIONS TO TEACHERS | 12 |
| GRADE VII | 21 |
| GRADE VIII | 43 |
| GRADE IX | 63 |
| APPENDIX 1 | 87 |
| APPENDIX 2 | 88 |
| APPENDIX 3 | 91 |

THE CANADIAN SPELLER

BASIC INVESTIGATIONS

The spelling problem.—In addition to the problems of method in teaching, there is also the very important problem of curriculum construction in the field of spelling. This involves, first, the determination of the **content** of the curriculum—in the case of spelling, the vocabulary to be learned—and, second, the assignment of this content to the different grades of the school. In the preparation of *The Canadian Speller* both of these phases have been subjected to the most extensive and thorough investigations which will be briefly described in the following sections.

The vocabulary.—The English language is said to contain at least 450,000 words. This is a huge number. Its size is more easily appreciated when we are reminded that the number of words that the average elementary school pupil will be able to spell correctly upon graduation is not more than approximately 4,000. With the contrast of these two numbers before us, we can clearly understand the vital importance of the careful selection of the spelling curriculum for our pupils. Much of the current practice of selection is quite too haphazard to be anything but extremely wasteful.

During recent years educators have been much influenced by the educational principle of social usage or social utility. The practical application of this to the spelling problem means that the selection of the spelling curriculum will be determined by the extent to which the words which make up its content are required by the pupil in his writing needs as a child and also as a future adult. During the past two decades many studies have

been made to determine with some scientific accuracy what these words are. These studies have been conducted, for the most part, in the United States.

Convinced that the studies just indicated were fundamentally sound, and that similar ones should be made in Canada, in 1921 the author determined to undertake the task, and, during the past eight years, has made this one of his major fields of educational investigation. Very little had, or since has, been done in this country from which the author could secure assistance. In the limited compass of this *Report* little more than an indication of the nature of the various studies carried on can be made.

The author first set himself the task of discovering the most important writing needs of children and adults. To do this a study was made of approximately 200,000 running words of professional, business, financial, social, farmers', and children's letters. This study showed on the basis of *frequency* of use in representative types of writing what are the most important words for the individual to be able to spell. This is the third largest single study covering a wide variety of writing that is reported in educational literature, and at the time it was made it was exceeded by only one. Since then the report of the *Commonwealth Study* has been published. This was exceedingly extensive and thorough. Frequent reference has been made to this. It was, however, a study of the vocabulary of adults, and not of children. The author has also found from his own study, because of certain factors, of which some are more and others less patent, that the index of frequency of use in the *Commonwealth Study* is not wholly reliable for Canada, and requires a study such as has been indicated above against which to check any selection of words for a spelling vocabulary to be used in Canadian schools. Among others, such words as *prairie*, *councillor*, *deputy*, *hockey*, and *provincial* have revealed this need.

In addition to the above, comparisons have been made with studies which had as their object the determination

of the most important words in reading and in children's themes. Of the former the most important is that by Thorndike reported in *The Teacher's Word Book*. Recognition was also given to the studies made by Packer, Housh, and others of words most commonly found in school readers. These investigations the author supplemented, however, by similar ones of representative Canadian school readers. These include those used in both Eastern and Western Canada.

The studies of the vocabularies in children's themes have also played a part in the determination of the spelling curriculum. Among those of this latter type was one carried on in the schools of the city of Regina under Acting-Superintendent Aldridge. This was to determine the grade in which words first occurred incorrectly spelled, and also the extent of the persistence of these errors. More than 10,000 themes were examined by the teachers in this investigation.

From the brief outline given above it is evident, then, that the vocabulary of *The Canadian Speller* is based not only on investigations of these various types conducted in the United States, but also was checked by similar studies, extensive and thorough in character, carried on in Canada. We can be assured, therefore, that this vocabulary includes words very frequently needed in writing by Canadian children and adults.

Grade placement.—After the spelling vocabulary is determined, the very important but difficult problem follows of dividing this vocabulary among the grades. What practical considerations should be kept in mind in such a task? The following have had the greatest weight with the author.

1. To the lowest grade those words should be assigned which the pupils of this grade most frequently use in their writing both inside and outside the school. The pupils of each higher grade extend their writing vocabulary. To

these successive grades should be assigned those words which tend most to meet that expanding writing vocabulary.

2. To the lowest grade those words should be assigned which the pupils of this grade most frequently need in their reading both inside and outside the school. The pupils of each higher grade extend their reading vocabulary. To these successive grades should be assigned those words which tend most to meet that expanding reading vocabulary. This consideration has most weight in the lower grades.

3. To the lowest grades, other things being equal, should be assigned the words easiest to spell. To each higher grade, under the same conditions, should be assigned words of increasing difficulty.

4. To the different grades should be assigned those words which will most suitably enrich the vocabularies of the pupils at their respective grade levels.

5. In the higher grades of the elementary school more importance should be attached to the vocabulary of adults. More of this vocabulary should be assigned to these grades.

The grade placement was done while keeping in mind these principles and the light that the studies referred to in the preceding section threw upon them. The steps taken to secure data in Canadian schools on the difficulty of the words will be outlined in the next section.

The standard number right.—The data given in the text under this heading are the results secured from a much larger investigation carried on by the author throughout the Dominion. This larger study involves the finding of norms or standards of performance in spelling for 4,500 words. It aims, also, however, at finding these norms on this number of words, not for one grade only, but for each grade from the second to the eighth inclusive. Having these standards of performance, it was possible to set out an index of difficulty for each word for each grade, and thus have on this basis of difficulty an indication of the grade limits within which the word should be assigned.

Spellings from schools in each of the nine provinces of the Dominion were used for most of the words—for no words do the standards represent the spellings from less than five provinces. *Two hundred* spellings were set as the minimum requirement per word. The average, however, considerably exceeded this number. It should be noted that these standards are strictly Canadian. The author has found that these are consistently higher than those given in spelling scales which are in general use. The tests on which these standards were based were given in the month of April to classes promoted into the grade the previous September. In using *The Canadian Speller*, for the greater part of the year, these standards may not be reached by the class in the pre-test on Monday. They should, however, be much too low for the pupils in the test on Friday. In fact, a perfect score should then be the goal. The purpose of any spelling scale is to make it worthless.

GENERAL DIRECTIONS TO TEACHERS

The teacher's aim.—In brief, the teacher should aim to develop two abilities in the pupil. The first is that of spelling the words assigned to the grade. The other is that of recognizing a new word anywhere, as one would a new flower or a new bird, and of being sufficiently interested in it to learn its spelling, if such is not already known. This ability to recognize strange words, and to attack the learning of them oneself, is more important than the former ability because it continues after school days are ended. The pupil may meet these words in the literary selection, in the geography text, or in his reading at home.

The presentation of the words.—In accordance with the best modern practice the spelling material in *The Canadian Speller* is arranged in word lists, each list of words constituting the new work for a week. During the first twenty weeks of Grade Two each list consists of ten words; during the remaining weeks of this grade and throughout Grade Three it consists of fifteen words; and in all later grades this number is increased to twenty. In addition to the word lists there are contextual reviews in each grade. It should be noticed, however, that *the first list of words in every grade is the assignment of new work for the first week, and that during every succeeding week throughout the year the next list should be taken.* To illustrate by reference to the work of any grade in the text, list 1 will constitute the new work for the first week, list 17 for the seventeenth week, list 18 for the eighteenth week, list 31 for the thirty-first week. The Supplementary lists will follow the regular lists in order in succeeding weeks. For example, in Grade Nine, Supplementary list 1 will be taken in the thirty-second week, and Supplementary list 2 in the thirty-third week. Review 5 will then be taken in the thirty-fourth week, and so on to the

end of the work of the year. It is necessary to understand this in order to follow the *review* system accurately. This latter system will be explained in detail in the next section. Teachers are urged to read carefully, and to follow closely, the instructions there given.

A careful survey of the methods of spelling instruction in use to-day reveals the fact that the *test-study-test* method is accorded a preponderating preference over the *study-test* method which has held sway for many years. The traditional *study-test* method involves giving to all pupils in the class the same assignment to study, and later testing on this assignment. Strong criticism is urged against the wastefulness of this method in view of the fact that some of the pupils at the time the assignment is made already know the spelling of many of the words, but no account is taken by the teacher of this important fact.

The *test-study-test* method, on the other hand, is based on the assumption that pupils learn to spell words at times other than during the periods of the daily program devoted to spelling. Hence they know more words than have appeared in their previous spelling lessons. Words will thus occur in lists from time to time whose spelling they already know. The pre-test, that is, the test immediately after the pronunciation and the meaning of the words of the list have been taken, will show what these words are. The teacher will notice definite individual differences in this connection. This method makes provision for these differences. It should be pointed out, however, that correctness of spelling on the day of the pre-test gives no complete guarantee that the same pupil would spell the word correctly if another test were given the following day. Either the study-test or the test-study-test method is possible in using *The Canadian Speller*, but above Grade Two the author strongly recommends the use of the latter.

In Grade Two, however, there are considerations which make it advisable to use the traditional study-test method. In the first place, there are not so great differences among the

pupils in the number of words in the week's assignment which they already know. In the second place, a method should be used which makes possible very close co-operation of the teacher with the pupil in initiating him successfully and happily into the mastery of his spelling problems. This involves many habits, but one of the first and most important is that of learning how to study. The pupils, from the beginning of formal spelling, should learn the best method of study under close and sympathetic supervision.

The details of the study-test method are explicitly set forth in the instructions to the Grade Two teacher; those of the test-study-test method, which is used in all the later grades, are as clearly given in the instructions to the pupils of these grades. The attention of the teacher might be directed to that part of the instructions to the pupil in the conduct of the work for the week which requires the pupils to read over *all* the words of the week's assignment on each day except Friday. The purpose of this is to develop the very important ability of learning to spell through observation.

Certain features of the test-study-test method used in *The Canadian Speller* should be noticed.

1. In the pre-test, pupils are instructed to write only those words which they are sure they can spell correctly. This has two possible advantages. It obviates the danger that errors made in the pre-test may persist throughout and even after the study period. It also helps to develop a spelling consciousness in the pupils by revealing to them with what words there is associated a degree of uncertainty of ability to spell.

2. A certain flexibility should be allowed in connection with the pre-test. To the very poor spellers some opportunity might well be granted to look over the words of the list before the pre-test is given. The teacher might call their attention to such difficult parts of the words as the double vowels, double consonants, or silent letters which they may contain. This increases rather than lessens the value of the pre-test for such poor spellers.

3. It is usual for those who use this method to give a further test on Wednesday. It is recommended, however, in *The Canadian Speller* that the time thus taken be given, at the discretion of the teacher, to helpful exercises and games, to pupils choosing partners and testing each other, or to further study on the part of the pupils. The exercises and games, besides being very important in themselves, give variety and create interest in the weekly work.

4. Some pupils possess very exceptional ability in spelling. It would waste their time to be required to use the study periods on both Tuesday and Thursday to master the week's assignment. Such pupils, but only such pupils, should be excused from the spelling period on one of these days. This time should be filled with other profitable assignments.

The system of reviews.—The review system in this Speller is built on the best psychology of learning. The reviews occur at optimum intervals, and are of such types as to be most effective. A list of words is presented to the class for the first time on the Monday pre-test. The first review test of the words of this list, therefore, occurs on Friday. The teacher should change from week to week the order of words as given in the text when dictating the list to the pupils on the Friday test. All errors then made should be corrected, and the words promptly and carefully relearned after the test. The pupils should write these words in their Spelling Notebooks and review them as suggested in a later section. In the second review of this list, occurring three or four weeks later, as will be explained in the next paragraph, the original list of words is studied in the form in which it was studied earlier, that is, as a list. In the next review, some of the words of this list are met in contextual material, such as sentences and letters. Special care has been taken to have the more troublesome words occur in the contextual reviews, and those that present especial difficulty in a number of similar subsequent reviews. These contextual reviews are provided at the beginning, the middle, and the end of the year, and should

have the pupils' best effort. Attention should also be called to the distinct helpfulness of bringing together the homonyms, which the pupils have learned, in the special reviews of homonyms at the end of the grades.

The plan of procedure in carrying the review work along with the new assignments is very simple if the two series—the new lesson and the review—are considered separately. The same system is followed throughout the Speller, but it will be more easily understood if we explain by reference to the work of a particular grade. We will select that of Grade Nine. It is suggested that you turn to the work of this grade in the text and follow the present explanation there. The *new* assignment for the first week will be list 1. The *review* assignment for this same week—for there is always a review assignment with a new assignment—will be *Review 1*, which is a contextual review of words of Grade Eight. *Review 2* will be taken with list 2 the second week; *Review 3* with list 3 the third week; list 1 as a review with list 4 the fourth week; list 2 with list 5 the fifth week. Thereafter, for review, the work for the grade will be taken continuously as it is met, whether it be lists, or contextual reviews, or Supplementary lists. It will be seen, if this is done, that list 15 will be taken as a review list with list 18; *Review 4*—the Special Mid-term Review—with list 19; list 16 with list 20; list 29 with Supplementary list 2; and Supplementary list 1 with *Review 7*. To repeat, in the review series, every list—regular or Supplementary—as well as every contextual review, will be taken in the order it is met after the review system is started.

Attention should be called to two points. The first is that the first five lists of Grade Nine comprise one hundred of the words found in the previous grades which not only give the most persistent trouble in spelling, but also are very frequently used in the writing of children and adults. These may be called *One Hundred Spelling Demons*. They should be thoroughly mastered by the pupils not only in list form but also in contextual material. The second point is that there

may not be time at the end of the year to take the Supplementary lists and complete the review series. If so, this should not cause any difficulty in following the above plan to the end of the work of the year. They will simply be omitted and the review series completed. Only under exceptional circumstances, however, should these Supplementary lists be thus passed over.

Spelling rules.—The spelling rules given in the Appendix of the Speller are those which are most important and have the fewest exceptions. These rules apply almost entirely to the formation of derived words from root words. From thirty to thirty-five per cent of our ordinary writing needs consist of derived forms of words. If a study of the rules given in the Appendix is made, it will be observed that in only one case is a rule given that does not apply to the spelling of derived forms.

The teacher should not require the pupils to commit these rules to memory until such time as many cases governed by each rule have been noted. After such an induction has been made, the rule should be learned to help the pupils in future instances. Investigations have shown that the intelligent use of a few of the more important rules, which, at the same time, have few exceptions, is of definite assistance to the pupils in learning to spell.

The Spelling Notebook.—Much of the lack of feeling of self-direction and pupil-participation which sometimes accompanies a spelling text is avoided when the pupils make consistent and judicious use of a Spelling Notebook. The teacher should see that every pupil in the class has one, and that they are all uniform in type and arrangement. The Spelling Notebook should have two sections. The first section provides for the entry of the words misspelled on Friday, whether these misspelled words occur in the new or the review list. There should be one blank column before the words and five after them. In the column before the words, the number of the list in which each word occurs in the text should be entered. In the columns after the words, should be entered the dates

of the weekly tests on these misspelled words. The teacher should make provision for tests on these words regularly by including them in the Friday test or, in the higher grades, by allowing the pupils to choose partners and test each other. After the word has been spelled correctly on three successive weeks, it may be marked off. Throughout all the work with the Spelling Notebook, the advantages potential in it will be realized only as the teacher encourages its use and carefully supervises it.

The second section of the Spelling Notebook should be entitled *My Own Personal Spelling List*. The pupil meets words in his reading at home or in his other subjects at school which he has not yet met in his Speller and which he cannot spell. He would, however, like to learn these words so that he will be able to use them in his own writing. These he should write in this section of the Spelling Notebook. The following suggestions should be followed:

1. Encourage the pupils to enter only those words which they will probably require. The teacher can give some direction in this.

2. Enter the date in the column before the word.

3. In the columns after the word, enter the dates of the review tests. Cross out the word after three successive successful tests.

The Spelling Notebook should be commenced at the beginning of Grade Four, and should be treated with real seriousness by the teacher, who should collect the pupils' books regularly for inspection. Commend those who are keeping their books well and accurately; help those who are not thus keeping them.

The spelling graph.—A means of vitalizing the work in spelling is by the use of the spelling graph. An objective measure of the score made by the pupil or the class in the work of the month or term is an excellent method of creating and maintaining interest. It is better, however, that the pupil try to excel his own past record than that of some other

member of his class. The pupil, then, should keep his own record from year to year, so that comparison will be possible. This can be done safely in the pupil's Spelling Notebook. With the co-operation of the pupils, the teacher should assume the responsibility of keeping the *class* record. A concise form in which to keep that of both the individual and the class is by means of the graph. The following form will be found satisfactory. When used for the class, the weekly average will give a satisfactory measure to record.

MY
SPELLING GRAPH
for
the Year 193— - 193—

| Date | List | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|------------|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Sept. 3 | 1 | | | | | | | | | | | | | | | | | | | | |
| 10 | 2 | | | | | | | | | | | | | | | | | | | | |
| 17 | 3 | | | | | | | | | | | | | | | | | | | | |
| 24 | 4 | | | | | | | | | | | | | | | | | | | | |
| Oct. 1 | 5 | | | | | | | | | | | | | | | | | | | | |
| 8 | 6 | | | | | | | | | | | | | | | | | | | | |
| 15 | 7 | | | | | | | | | | | | | | | | | | | | |
| etc. | | | | | | | | | | | | | | | | | | | | | |

The pupil will read his graph as shown above in the following way: On Friday of my first week in the final test on the 20 words of my new list for the week I had 18 words

correct; on September 10, one week later, I had 19 words correct, etc.

Extend the graph down to record as many weeks as you wish. There are a number of ways in which you could use the same graph to record the score on the reviews also. One way is to use two colors of ink, and to draw two lines each week instead of one, one line of one color to indicate the score on the new list, the other line in another color to show the score on the review work.

GRADE SEVEN

GRADE SEVEN

TO THE TEACHER

If the directions given to the pupils in the previous grades have been carefully followed, and the exercises suggested in the *Course of Studies* have been thoroughly taught, the pupils should now have gained a considerable independence in mastering their own spelling problems. Not only should this be so, but there should be an increasing certainty on the part of the pupils in their ability to spell words correctly. There is a wide variation in this respect. It is, however, a valuable ability. Try to increase it in all your pupils. Continue the types of work suggested in previous grades. These include the use of the Spelling Notebook. Provided the pupils have access to a dictionary, correct spelling in all written work should be expected. Be sure that the pupils secure the help that comes from noting how derived words are formed from root words and from studying the rules given in the Appendix that govern these changes.

TO THE PUPIL

Continue the exercises and suggestions which were given you in the previous grades, including the use of your Spelling Notebook in which to keep a record of the words you misspell on the Friday tests. Continue also to write in the Personal Spelling List section of your Spelling Notebook all the words you meet in your reading which you would like to be able to use in your own writing. During this year train yourself to note the part of the new word that is most difficult for you, and to study that part most carefully. Train yourself, also, to become more certain of your ability to spell words correctly. By the end of this year the number of words that you are quite certain you can spell correctly should be very large.

THE WORK FOR THE WEEK

Monday.—Pronounce each word in the list for the week distinctly. If a word has more than one syllable, like *injustice*, pronounce each syllable clearly, as *in jus tice*. Use each word in a sentence. If you do not know the meaning of the word, someone will tell you, or look it up yourself in the dictionary. Without previous study, write the words of the list for the week from dictation. Do not write the words that you think you cannot spell. Leave a blank for these. With your books open, mark your own spelling papers. The words that you miss on this test will need your special study during the week.

Tuesday.—Read all the new words and all the review words for the week. Be sure to look carefully at the order of the letters in each word. Make use of the spelling rules in the Appendix to help you spell the words that are formed from other words. Watch carefully the words with silent letters or with double letters whether these letters be consonants or vowels. Study hard for a short time some of the words that you missed on Monday. Study also some of the words from the review list.

Wednesday.—Read carefully again all the new and the review words of the week, and study a few more of the words that you missed. Your teacher will assign you special exercises from time to time. You will also be allowed sometimes to have spelling matches and to play some spelling games.

Thursday.—Read all your words again as you did on Tuesday. Choose a partner and have him test you on the words in your Personal Spelling List. Test him on his also. When you have a word of this list correct on three successive weeks, you may mark it off.

Friday.—Write all the new and review words from dictation. Your teacher will mark all the papers on this test. Keep a record in your Spelling Notebook of all the errors that you make in the Friday test. Your teacher will keep a record also. Try to have a perfect record each week.

HOW TO STUDY A WORD BY YOURSELF

Make certain that you follow each step in the method of learning to spell a word. You will become a better speller if you do so.

1. Look at the word. Pronounce it distinctly to yourself. If it has more than one syllable, say each syllable distinctly. Think what the word means.

2. Look carefully at any syllable or any other part of a word that you are not sure you can spell correctly.

3. While looking at the word, say the word distinctly and spell the word by syllables several times.

4. Cover your book and write the word on your paper.

5. Look at the book to see whether you wrote it correctly. If it was not correct, write it correctly and study it till you know how to spell it.

6. After you have studied three more words as above, look at all four words again, cover your book, and write the four words from memory. Study carefully any word you misspelled, and write it again.

Review 1

Each mark in the blanks stands for a letter. Fill in the missing letters, and learn to write the sentences.

1. He will ac - ept this expl - na - ion.
2. He ship - ed the mercha - di - e to a for - - gn country.
3. My school princip - - gave me an ex - el - ent reference on the subject.
4. The de - ision of the gover - ment was final.
5. The pres - d - nt had complete - nowl - dge of the ter - it - ry.

Review 2

1. The accident occurred near the university library.
2. The original estimate of the cost of the building was too high.
3. We were in favor of securing copies of the book for all the members of the society.
4. The secretary thought that the expense made this impossible.
5. He suggested that we refer the matter to the president.
6. The president's personal opinion was that not more than twenty-five per cent of the members should have them.

Review 3

Cranbrook, June 16, 1930.

Smith, Wilson & Co.,
Kamloops, B.C.

Dear Sirs,

On the 31st of last month I sent you an order for five copies of your latest publication to be sent by parcel post. I also asked you to send them at the earliest possible date, promising to remit promptly on receiving them. As yet they have not arrived.

I should be glad if you would inquire about this parcel, and, if, after your inquiry, in your opinion it has been lost, please fill the order again. Did you place any insurance upon the books when you shipped them? It would be well to do so.

Yours truly,

William Evans.

Saskatoon, Sept. 9, 1930.

The Secretary,
Grade Seven Class,
Hilltop School.

Dear Mary,

The Grade Seven Class of the Milton School wish me to send an invitation to your class to have a spelling match with us on Friday afternoon next. We will use only the difficult words in our book to the end of the Sixth Grade.

Please let us know if you can come.

Yours sincerely,

Fred Smith,

Secretary.

1

poverty
 justice
 display
 approach
 worries
 remarkable
 circulation
 liquid
 moderate
 social
 whereby
 accuse
 declare
 battery
 housekeeping
 locality
 reunion
 agreeable
 differ
 improving

2

grace
 carload
 modest
 untouched
 indicated
 poison
 shone
 insure
 published
 bishop
 expression
 ordinary
 informed
 obedient
 satisfaction
 event
 behavior
 sized
 major
 exchanged

3

services
 actual
 overdue
 prevail
 treaty
 cedar
 whereas
 noble
 liberal
 attraction
 pledge
 institution
 arise
 enforce
 protection
 vice
 ignorant
 considering
 luncheon
 faithfully

STANDARD:

19 RIGHT

19 RIGHT

19 RIGHT

4

ghost
 accompany
 insured
 income
 expired
 organization
 exceed
 agency
 enormous
 listed
 monument
 department
 applied
 counter
 phrase
 midst
 constant
 blessing
 personality
 maintain

5

appointed
 whereabouts
 observe
 adjust
 create
 qualified
 moreover
 performance
 bolts
 assembly
 royal
 thereon
 command
 official
 rendered
 hereafter
 afford
 marriage
 binding
 promote

6

cigar
 payable
 transportation
 delicious
 resulted
 estate
 glance
 claim
 engage
 mankind
 province
 provincial
 household
 banquet
 mood
 curious
 consult
 respond
 supreme
 completed

STANDARD:

19 RIGHT

19 RIGHT

19 RIGHT

7

beloved
withdraw
athletics
tax
vast
therein
substance
miserable
proposed
membership
quality
romance
invest
humble
energy
connected
missionary
draft
substitute
funds

8

strain
worthless
describe
salesmen
information
objection
meanwhile
shortage
relating
bid
punishment
bond
eighteenth
canoe
attitude
confess
accordance
crime
medical
reliable

9

chamber
garment
weighing
taxes
outstanding
ivory
guilty
dislike
probable
manly
~~vision~~
deducted
avail
distribute
inferior
compare
defeat
inspection
concluded
dine

STANDARD:

19 RIGHT

19 RIGHT

19 RIGHT

Review 4

SPECIAL MID-TERM REVIEW

1. His cattle were absolutely supreme at the Fair in the class in which they were shown.

2. He has probably had more experience in making collections of flowers than any other person here.

3. He will adjust the matter in order to secure the approval of the management.

4. One could see a quiet confidence in our hockey team as they went on the ice.

5. In appearance they looked like a strong and capable team.

6. The attendance at the game was large. The crowd gave our team a splendid reception.

7. At the beginning they adopted a wide variety of plays.

8. The goals secured justified this style of playing, for they won.

16

compelled ✓

absolutely ✓

recital

approval

cushion ✓

reception

mature

French

drama

stationary

✓ sanitary

vocal

attendance

via

✓ curiously ✓

humor

interval

welfare

feeble

urge

17

assurance

practical

thereof

companies

authority

distribution

coupon

allowed

definition

demonstration ✓

religious

barely

durable

concrete

equally

specimen

you'd

certificate ✓

extremely ✓

arrangement

18

innocent

absence

congratulate

fortunate

bureau ✓

description

pressure

governor

applicant

disagreeable

premium ✓

interfere

confirm

*interview

considerably

strictly

thereto

desirable

imagination

adventure

STANDARD:

17 RIGHT

16 RIGHT

16 RIGHT

19

acknowledge
oversight
quantities
advertisement
practically
certified
introduction
customary
immediate
visible
additional
survey
we've
extension
etc.
council
mutual
specially
possesses
cancel

20

announce
intimate
electrical
awkward
chapel
operated
coarse
authorized
triumph
immediately
civics
familiar
ravine
accurate
illustrate
diameter
available
lease
positive
appreciate

21

garbage
individual
entry
nevertheless
assistance
calendar
exceptional
agricultural
campaign
exhaust
literary
patent
autumn
commission
sympathy
personally
theme
profitable
thence
transfer

STANDARD:

16 RIGHT

16 RIGHT

16 RIGHT

22

treasury ✓
 wretched ✓
 awfully ✓
 nephew ✓
 advertised ✓
 consequence ✓
 nickel ✓
 determine ✓
 intelligent ✓
 commence ✓
 stenographer ✓
 deputy ✓
 convenient ✓
 license ✓
 character ✓
 blizzard ✓
 disappointment ✓
 corporation ✓
 epidemic ✓
 occasional ✓

23

ambitious ✓
 employee ✓
 favorably ✓
 association ✓
 f.o.b. ✓
 admission ✓
 courteous ✓
 illustrated ✓
 consequently ✓
 bass ✓
 Christian ✓
 alley ✓
 merely ✓
 inst. ✓
 advisable ✓
 convenience ✓
 merit ✓
 journal ✓
 discuss ✓
 commission ✓

24

magnificent ✓
 opportunity ✓
 possibility ✓
 evidently ✓
 amendment ✓
 physical ✓
 hastily ✓
 pamphlet ✓
 infer ✓
 warrant ✓
 preliminary ✓
 suggestion ✓
 unsatisfactory ✓
 profession ✓
 professional ✓
 gorgeous ✓
 cordially ✓
 data ✓
 benefit ✓
 argument ✓

STANDARD:

15 RIGHT

14 RIGHT

14 RIGHT

25

British Columbia, B.C.

Alberta

Saskatchewan, Sask.

Manitoba, Man.

Ontario, Ont.

Quebec, P.Q.

New Brunswick, N.B.

Nova Scotia, N.S.

Prince Edward Island, P.E.I.

Dominion of Canada

Ottawa

Victoria

Edmonton

Regina

Winnipeg

Toronto

Quebec

Fredericton N.B.

Halifax N.S.

Charlottetown P.E.I.

26

Great Britain

England

Scotland

Ireland

Wales

Irish Free State

Australia

New Zealand

India

South Africa

Newfoundland

British Empire

League of Nations

Red Cross

Boy Scouts

Daughters of the Empire

Montreal

St. John

Brandon

Vancouver

27

disposal
 acceptance
 breathe
 senses
 preparation^x
 appetite^x
 possession
 administration^x
 engineering^x
 urgent
 receipt
 canvas
 disappear^x
 affection
 efficient^x
 associated
 continual
 Pres.
 legislature^x
 postpone

28

recommend
 recommendation
 exhibition
 commercial
 appreciated
 communicate
 gratitude
 decent
 courtesy
 referring
 basis
 cylinder
 unusually
 deem
 inconvenience
 enrolment
 operating
 immense
 catalogue
 interrupted

29

annually
 surplus
 naturally
 testimony
 assign
 remittance
 attorney
 co-operate
 analysis
 discussed
 lading
 tragedy
 sympathetic
 client
 diploma
 Prof.
 duplicate
 precisely
 acquainted
 beneficial

STANDARD:

14 RIGHT

13 RIGHT

12 RIGHT

30

imitation
 associate
 necessity
 cancelled
 utilize
 scandal
 conclusion
 co-operation
 peeved
 apologize
 correspond
 correspondence
 label
 executive
 ere
 ridiculous
 community
 counsel
 customer's
 bulletin

31

judgment
 prominent
 independent
 capacity
 acquaintance
 theory
 auditorium
 bookkeeping
 grippe
 privilege
 definite
 recollect
 so-called
 physician
 efficiency
 museum
 specific
 extensive
 sympathize
 uncomfortable

32

temporary
 temporarily
 committee
 assignment
 principle
 assessment
 remembrance
 adjourned
 supplement
 adequate
 Chautauqua
 lieutenant
 prejudice
 recd.
 stationery
 ult.
 restaurant
 unnecessary
 successfully
 cancellation

STANDARD:

12 R T

10 RIGHT

8 RIGHT

Review 5

Each mark in the blanks stands for a letter. Fill in the missing letters, and learn to write the sentences.

1. The town coun - il granted a licen - e to the circus.
2. His absen - e from bus - ness yesterday was evidently a nece - sity.
3. The doctor al - owed the patient to read his co - respond - nce.
4. It was really a su - prise to rec - - ve this re - mitt - nce from my uncle.
5. The im - ediate result of my complaint was that addi - tional seats were made available for the conven - - - nce of the women.

Review 6

1. I cannot get my box of freight until I find the bill of lading.
2. Ottawa is the capital of the Dominion of Canada.
3. Regina is the capital of the province of Saskatchewan.
4. The young man with whose brother you are acquainted is referring the question to the editor of the journal for reply.
5. The Trustees' Association appreciated the assistance it received from its speakers.
6. His father is extremely pleased that John has secured his certificate.

Review 7

Toronto, Ont.,

January 18, 1930.

Mr. S. W. Williams,

London, Ont.

Dear Mr. Williams,

I beg to acknowledge the receipt of your letter of the 15th inst. I note the excellent character of the work your committee has done in the organization of details in preparation for the Agricultural Convention to be held in February. I wish to take this opportunity to congratulate you upon it. We appreciate very much your co-operation.

A meeting of the Executive was held here last Wednesday. There was discussed a request of a seed company for permission to put some of their catalogues, bulletins, pamphlets, etc., on display. The decision made was to grant them this privilege, if suitable space can be found in the Convention building. I should be glad if your committee would immediately give me definite advice as to whether this can be arranged.

The judgment of the Executive was that your committee acted wisely when it cancelled the arrangement to rent a second building. The capacity of the building you have secured will be quite adequate, and will, therefore, make the other building unnecessary.

Yours cordially,

J. S. Webb.

Review 8

SPECIAL REVIEW OF HOMONYMS

Fill the blanks in the following with the proper words, and learn to write the sentences.

grip

grippe

1. She doesn't.....the stick tightly enough.

2. My niece was very sick with the.....

coarse

course

3. Of....., we will be ready to go on Wednesday.

4. The sand from the river bank will be too.....

stationery

stationary

5. The farmer bought a. *stationary* engine.

6. My mother uses. *stationery* of excellent quality for her correspondence.

base

bass

7. The player had reached third.....

8. That gentleman has a very good.....voice.

principal

principle

9. The business men of the town believe in theof co-operation.

10. She received a letter of sympathy from her former.....

GRADE EIGHT

GRADE EIGHT

TO THE TEACHER

The pupils have now reached the stage when they should be able and willing to accept most of the responsibility for their work in spelling. Care should be taken, however, that they are making the maximum use of the suggestions which have been made in the earlier grades. Among these, the use of the dictionary should now have become a well-established habit. With a dictionary at hand no mistakes in spelling in any written work should be countenanced. Words which pupils are uncertain they can spell should be looked up in the dictionary before being written, or a blank space left till a dictionary is available. Continue to stress the necessity of certainty of one's ability to spell words correctly. Any hesitation or doubt means insufficient learning.

TO THE PUPIL

After you have followed the directions and completed the work in spelling given in the earlier grades, you should be able to carry on the work of Grade Eight with less assistance on the part of your teacher. You should now be able to give yourself the preliminary test on Monday to find out the words you cannot spell and will need to study during the week. Thus far you have learned to spell many of the common words. Take a pride in increasing your spelling vocabulary this year by learning the words for Grade Eight, and other words which you meet in reading. Use your Spelling Notebook in this connection. Train yourself in your study to note the parts of words which are alike as in *fiction* and *function*. It is important also that you continue to increase the number of words of whose correct spelling you are very certain.

THE WORK FOR THE WEEK

Monday.—Pronounce each word in the list for the week distinctly. If you do not know the meaning of the word or how to pronounce it, look it up yourself in the dictionary. If uncertain after consulting the dictionary, your teacher will help you. Use each word in a sentence. Test yourself on the new words for the week to find out what words you cannot spell, and will therefore need to study. You may test yourself in the following way. Look at the first four words just long enough to know what they are. Then write all four words. After they are written, compare with the book. Then look at the next four and do the same. Continue till you have tested yourself on all. Keep a list of the words you cannot spell, and be prepared to show these to your teacher at any time.

Tuesday.—Read all the new words and all the review words for the week. Notice if any are derived words. If they are, note what, if any, change was made in the root word when the prefix or the suffix was added. It is a good plan to write on your paper the derived words that had the spelling of their root word changed in forming them. Make constant use of the rules for spelling given in the Appendix to help you learn to spell these words. Study hard for a short time some of the words you missed on Monday. Study also some of the words from the review list.

Wednesday.—Read carefully again all the new and the review words of the week, and study a few more of the words that you missed on Monday. Your teacher will give you spelling exercises and will also occasionally allow you to play some spelling games.

Thursday.—Read all your words again as you did on Tuesday. Choose a partner and have him test you on the words in your Personal Spelling List. Test him on his also. When you have a word of this list correct on three successive weeks, you may mark it off. Continue your study as on Tuesday.

Friday.—Write all the new and review words from dictation. If you have shown that you are unable to mark accurately the misspelled words on this test, your teacher will mark these words. If, however, you have shown that you can mark them accurately, you may exchange your paper with another pupil, and mark the misspelled words as your teacher spells the words aloud. Keep a record in your Spelling Notebook of all the errors that you made on the Friday test. Your teacher will keep a record also. Try to have a perfect score each week.

Make certain that you follow each step in the method of learning to spell a word. Be sure you help yourself by making use of the suggestions given to you on Tuesday. If you have followed the directions included in the work of the previous grades, now that you are in Grade Eight you should know how you can best and most easily learn to spell words and sentences.

HOW TO STUDY A WORD BY YOURSELF

1. Look at the word. Pronounce it distinctly to yourself. Think what the word means.
2. Train yourself to note just what part of a word you are not sure you can spell correctly, and to pay particular attention to that part.
3. Practise seeing the word with your eyes closed.
4. Write the word from memory.
5. Look at the book to see if you wrote it correctly.
6. If it was not correct, repeat steps 2, 3, 4, and 5.

After you have studied four words of your list in this way, look at these words again, cover your book, and write all four. For any word missed, repeat step 6.

Review 1

Each mark in the blanks stands for a letter. Fill in the missing letters, and learn to write the sentences.

1. The analysis of the sentence in grammar makes its meaning clear to us.

2. It isn't convenient for us to walk across the park.

3. We heard that Mrs. Williams always shows very great courtesy to the clerks when shopping.

4. It is advisable for the citizens of a country to co-operate in the administration of its government.

5. Personally, I was favorably disposed to a settlement on the basis we discussed.

Review 2

1. The doctor is still making an occasional visit to the patient's home.

2. On behalf of his client the attorney requested an extension of time for the payment of his premium.

3. The Young Men's Christian Association is conducting a campaign for membership this week.

4. Commercial men keep a calendar near their office desk.

5. There is a possibility that he may determine to duplicate this year what he did last year for the benefit of the hospital.

6. On his suggestion I included in the advertisement a full description of the lost child.

Review 3

Winnipeg, June 3, 1930.

Dear Mother,

Here it is near the close of my year at the Commercial School. With the pressure of an awfully heavy year's work, though, I have really not noticed the time pass. My final examinations for a stenographer's certificate take place next Wednesday. The book-keeping test was given last Tuesday. You can imagine how busy and tired I am. I haven't a minute to spare.

But, tired as I am, I am all excited too, for in two weeks I am to commence work in my new position. Wasn't I fortunate in securing it? I am to be the chief filing clerk and junior stenographer in a large Loan Corporation here. Practically forty per cent of the business of this corporation is through other companies.

My friend, Alice, has also secured a position. We now are looking for a comfortable place in which to live. How I wish you were here to help us furnish it! Since being away from home, I realize how excellent your judgment always was when we went shopping together. We used to have some interesting arguments about some of the purchases, though, didn't we? But if you have any suggestions about the colors for our rooms, about the curtains, cushions, and equipment of any kind that we might need, we certainly would appreciate them.

Give my love to everybody at home.

Lovingly,

Helen.

1

alas
document
motive
stretch
constantly
discouraged
initial
purchases
whatsoever
shadowed
creditors
allowing
continually
employment
construct
puzzle
gratifying
opposed
pertaining
convince

2

hitherto
fund
angel
carbon
hopeful
dramatic
security
previously
expectation
caution
distinct
insisted
artistic
desert
incline
rejoice
ignorance
governed
exclusive
compensation

3

adjusted
image
resign
clipping
defence
civilized
pending
brutal
consent
pathetic
insert
greeting
activity
recognize
contemplate
decoration
offset
reputation
inclusive
various

STANDARD:

19 RIGHT

19 RIGHT

19 RIGHT

4

regardless
mysterious
accepting
removal
freshman
utterly
filed
graduation
extraordinary
specify
blossom
chosen
allowance
costume
lest
flatter
earnestly
affectionate
historical
communication

5

trifle
acknowledged
namely
engagement
passion
qualities
illustration
patron
frightened
highway
jobbers
reservation
exceedingly
distinction
political
federal
contact
inability
consumer
enclosing

6

interior
admirable
colony
especially
furthermore
hostess
offend
elevator
atmosphere
fixtures
inasmuch
dictate
fiction
experiment
expose
fabric
indifferent
awake
factor
affectionately

STANDARD:

19 RIGHT

19 RIGHT

19 RIGHT

7

audience
necessarily
involved
violent
mend
research
attacked
exposed
amusement
disposition
resolution
devote
alter
completion
indulge
delicate
proportion
memorandum
senate
accepted

8

murder
eventually
developed
moral
collected
angle
slavery
commend
revenue
applying
impressed
virtue
confident
guardian
function
circumstances
indifference
factories
progressive
banking

9

ancient
perceive
enjoyable
reflect
cloudy
astonishing
critical
locally
advertising
requiring
manufacturer
construction
creature
increasing
contribute
universe
convinced
seconded
revise
consign

STANDARD:

19 RIGHT

19 RIGHT

19 RIGHT

| 10 | 11 | 12 |
|------------|--------------|--------------|
| resigned | valuation | remaining |
| drain | tubes | gross |
| stroke | deduction | patrons |
| carrier | tempt | subscribe |
| frequently | surrounded | lifting |
| violence | resolve | based |
| devoted | civilization | arrangements |
| heir | indicating | requirements |
| restrain | acceptable | statute |
| positively | desirous | forever |
| maiden | apology | thorough |
| accused | cried | headquarters |
| investment | fortnight | strenuous |
| dictionary | apparently | maximum |
| shield | voluntary | transit |
| decrease | sentiment | destruction |
| sheriff | induce | expenditure |
| inclined | reflection | creek |
| mechanic | hereto | petition |
| channel | specified | belief |

STANDARD:

19 RIGHT

18 RIGHT

18 RIGHT

13

refreshments
 leisure
 descend
 ownership
 heartily
 negative
 subscriber
 resignation
 bearing
 encouraging
 conservative
 registration
 classification
 depth
 compiled
 suggesting
 exciting
 comment
 receiver
 straightened

14

thermometer
 opposition
 existence
 permanent
 accompanied
 pause
 loyal
 promotion
 pigeon
 definitely
 prairie
 economy
 observation
 allowances
 anxiety
 glory
 formal
 universal
 liability
 combined

15

charging
 impulse
 democracy
 intelligence
 plead
 happiest
 preference
 honored
 supervision
 harmony
 gymnasium
 chorus
 esteem
 hint
 conscious
 subscription
 honesty
 edition
 figured
 humanity

STANDARD:

18 RIGHT

18 RIGHT

18 RIGHT

Review 4

SPECIAL MID-TERM REVIEW

1. Since the new system of advertising has been definitely accepted and carried out by the manufacturers, their gross sales have greatly increased.
2. To which of his various excellent qualities especially do you think he owes his success?
3. He sent a memorandum to the manager of the estate to the effect that he thought that the young man required a guardian.
4. Our hostess is intensely interested in the Historical Society.
5. In such circumstances we would avoid making them any trouble at all.
6. He is very desirous that he should not lose a subscription to the journal.
7. There is in existence to-day a strong sentiment in favor of democracy.
8. They are enclosing the field with a permanent fence.

16

discharge
 apartment
 regretting
 announcement
 expenditures
 admiration
 composed
 thoroughly
 determined
 enable
 propose
 proposal
 educational
 countries
 profound
 revised
 establishment
 distinguished
 eternal
 confusion

17

created
 practising
 originally
 crown
 dawn
 cultivate
 departure
 abroad
 conceive
 billing
 discount
 enjoyment
 clause
 duly
 attain
 recognized
 assortment
 distant
 drill
 premier

18

acquire
 editions
resistance
sufficient
 annoyance
 economical
 frightened
 purchasing
 ordinarily
 supervisor
 elements
 constitution
 ally
 divine
 reckon
 melancholy
 appreciation
 ballot
 erecting
 science

STANDARD:

18 RIGHT

18 RIGHT

17 RIGHT

19

authorities
debtor
exquisite
publicity
adapted
recommended
deceive
assume
tremendous
consigned
essay
victim
policies
manufacturers
indefinite
quoted
vegetable
granary
responsibility
opportunities

20

artificial
compliment
sufficiently
recognition
standpoint
desperate
disturb
refrigerator
already
conscience
enthusiastic
concerned
incorporated
literally
exceptionally
minor
probability
ceiling
descending
conference

21

bicycle
fowl
disappeared
arouse
celebration
pursue
clothe
perfume
summon
absolute
acquired
adjourn
meter
wretch
exhausted
democratic
esteemed
assigned
cemetery
condemn

STANDARD:

17 RIGHT

17 RIGHT

17 RIGHT

22

| | |
|-----------|---|
| N.B. | take notice |
| A.M. a.m. | forenoon |
| P.M. p.m. | afternoon |
| mdse. | merchandise |
| St. | Saint or Street |
| Jr. | junior |
| Sr. | senior |
| R.R. | rural route |
| no. | number |
| Messrs. | gentlemen |
| Supt. | superintendent |
| Dr. | doctor or debtor |
| C.N.R. | Canadian National Railway |
| C.P.R. | Canadian Pacific Railway |
| M.L.A. | Member of the Legisla- tive Assembly |
| M.P. | Member of Parliament |
| ult. | in the last month |

23

| |
|-------------|
| ornament |
| wreath |
| curiosity |
| horizon |
| boundary |
| mixture |
| breadth |
| envied |
| furious |
| industrious |
| challenge |
| gallery |
| luxury |
| mayor |
| umbrella |
| resemble |
| patriot |
| foreigner |
| invalid |
| criticize |

STANDARD:

17 RIGHT

24

anticipate
responsibilities
prosperous
border
warehouse
audit
galvanized
infinite
preferred
absurd
comparatively
senator
one's
minimum
fling
vacancies
referred
anniversary
excessive
instalment

25

specification
countenance
executed
effective
vocational
patronage
encouragement
characteristic
peculiar
billed
company's
apparent
schedule
dept.
intellectual
conception
vary
announcements
inquiries
continuous

26

competition
resources
co-operative
transferred
endeavor
mechanical
subscribers
substantial
amiable
bonus
disappointed
activities
criticism
anniversaries
architect
representation
laboratory
career
preference
grateful

STANDARD:

16 RIGHT

16 RIGHT

15 RIGHT

27

apologized
 approximately
 consistent
 apartments
 wrapped
 superintendent
 ascertain
 believing
 despair
 correspondent
 tariff
 incident
 incidentally
 anticipation
 heretofore
 solicit
 occasionally
 indebtedness
 philosophy
 controversy

28

descriptive
 compliance
 representative
 essential
 compromise
 accommodate
 committed
 apparatus
 criticisms
 accompanying
 debit
 ledger
 eliminate
 initiation
 marvellous
 faculty
 technical
 mortgage
 satisfactorily
 accomplishment

29

tendency
 rheumatism
 phase
 confirmation
 interpretation
 enthusiasm
 tournament
 accommodation
 status
 appendicitis
 embarrassment
 bro.
 prior
 competent
 installation
 equipped
 acknowledgment
 endorsement
 conscientious
 councillor

STANDARD:

14 RIGHT

13 RIGHT

10 RIGHT

Review 5

1. The petition from the Indians for more seed grain was duly received by the Federal government.

2. Apparently the arrangements were very thoroughly made for the art exhibit.

3. He says that he spends all his leisure time practising the piano.

4. In compliance with the principal's request approximately fifty pupils were transferred to another school.

5. It is essential that the faculty of the college should be appointed immediately.

Review 6

Each mark in the blanks stands for a letter. Fill in the missing letters, and learn to write the sentences.

1. The factory was equip - ed with the most modern equi p ment.

2. There was suf - - cient ac c o m m o d a t i o n in the office for four book - eepers.

3. One's s - hedule should not be broken t o o frequently.

4. The superintend - nt's work was above criti c i s m.

5. The mor t g a g e will be due on Tu e s d a y.

6. Did you reco - n i z e her in the clothes she was wearing?

Review 7

Night Letter Telegram

Weyburn, Jan. 15, 1930.

Mr. W. Smith,
Morden, Man.

Please make inquiries re specifications for new warehouse building in your town. Anticipate competition will be keen. Will send representative of our Company, if necessary. Endeavor to have information for us prior to my departure for East. Will guarantee work satisfactorily executed. Have referred your letter to the secretary.

James Jones.

MINUTES OF A MEETING

Minutes of a meeting of the Executive of the Literary Society, Feb. 5, 1930.

The meeting was called to order at 4.15 p.m. by the president, who was in the chair. All were present except the vice-president.

The minutes of the meeting held on January 27 were read and approved. -

Moved by Mary Smith and seconded by Jim Lawson that the printing of the tickets for the concert be left in the hands of a committee of three, such committee to be appointed by the chairman and to have full authority to make all necessary arrangements in connection with their sale. Carried.

Moved by Tom Elson and seconded by Mabel Scott that the treasurer be authorized to spend an amount up to \$25.00 for shoes, clothes, bread, butter, and sugar for the poor family mentioned at a previous meeting. Carried.

The meeting then adjourned.

President:

Secretary:

GRADE NINE

GRADE NINE

TO THE TEACHER

Because of the fact that in some schools spelling does not come on the program daily in Grade Nine, certain adjustments are necessary. An alternative plan of conducting the work is outlined. The main problems, however, connected with the work in spelling for this grade are not dissimilar to those of Grades Seven and Eight. Pride in the learning of new words and incorporating these into the writing vocabulary of the pupils should continue to be an important aim. The development of certainty of ability to spell words is also very essential. The dictionary should now be looked upon as a necessary aid for the pupil in his spelling in all written exercises. Motivate the work by the use of individual and class graphs.

TO THE PUPIL

If you remember how to spell all the words of this and previous grades you will have mastered words of sufficient number to meet most of your writing needs. Any further words you may need and cannot spell, you should have made a habit by this time of looking up in the dictionary before writing them. The first five lists of your spellings this year are very common words which are frequently misspelled. Learn these thoroughly. Also pay particular attention to the contextual spelling. For Grade Nine an alternative plan of procedure is outlined for schools where spelling is not on the daily program. Read these directions and follow them carefully. The regular plan will be given first. Then will follow an alternative plan which may be used by those classes which do not have spelling every day, but whose periods, when spelling is taught, are usually more than fifteen minutes in length.

THE WORK FOR THE WEEK

Monday.—Pronounce each word in the list for the week distinctly. If you do not know the meaning of the word or how to pronounce it, look it up yourself in the dictionary. If uncertain after consulting the dictionary, your teacher will help you. Use each word in a sentence. Test yourself on the new words for the week to find out what words you cannot spell, and will therefore need to study. You may test yourself in the following way. Look at the first four words just long enough to know what they are. Then write all four words. After they are written, compare with the book. Then look at the next four and do the same. Continue till you have tested yourself on all. Keep a list of the words you cannot spell, and be prepared to show these to your teacher at any time.

Tuesday.—Read all the new words and all the review words for the week. Notice if any are derived words. If they are, note what, if any, change was made in the root word when the prefix or the suffix was added. It is a good plan to write on your paper the derived words that had the spelling of their root word changed in forming them. Make constant use of the rules for spelling given in the Appendix to help you learn to spell these words. Study hard for a short time some of the words you missed on Monday. Study also some of the words from the review list.

Wednesday.—Read carefully again all the new and the review words of the week, and study a few more of the words that you missed on Monday. Your teacher will give you spelling exercises and will also occasionally allow you to play some spelling games.

Thursday.—Read all your words again as you did on Tuesday. Choose a partner and have him test you on the words in your Personal Spelling List. Test him on his also. When you have a word of this list correct on three successive weeks, you may mark it off. Continue your study as on Tuesday.

Friday.—Write all the new and review words from dictation. If you have shown that you are unable to mark accurately the misspelled words on this test, your teacher will mark these words. If, however, you have shown that you can mark them accurately, you may exchange your paper with another pupil, and mark the misspelled words as your teacher spells the words aloud. Keep a record in your Spelling Notebook of all the errors that you made on the Friday test. Your teacher will keep a record also. Try to have a perfect score each week.

Make certain that you follow each step in the method of learning to spell a word. Be sure you help yourself by making use of the suggestions given to you on Tuesday. If you have followed the directions included in the work of the previous grades, now that you are in Grade Nine you should know how you can best and most easily learn to spell words and sentences.

HOW TO STUDY A WORD BY YOURSELF

1. Look at the word. Pronounce it distinctly to yourself. Think what the word means.
2. Train yourself to note just what part of a word you are not sure you can spell correctly, and to pay particular attention to that part.
3. Practise seeing the word with your eyes closed.
4. Write the word from memory.
5. Look at the book to see if you wrote it correctly.
6. If it was not correct, repeat steps 2, 3, 4, and 5.

After you have studied four words of your list in this way, look at these words again, cover your book, and write all four. For any word missed, repeat step 6.

AN ALTERNATIVE PLAN

Step 1.—At the beginning of the spelling period, you will test yourself, or choose a partner and test each other, on the words of the new list for the day.

Step 2.—By reference to the words in the book, mark all the words you misspelled.

Step 3.—Read over carefully all the words of the lists, noting each word closely. Notice what change, if any, has been made in the root word when the derived word was formed.

Step 4.—Study the words you misspelled in the initial test. Train yourself to note the part of the word which is difficult for you. Study in accordance with the method of study set out above.

Step 5.—Write all the new and the review words for the day at the teacher's dictation. Mark the misspelled words yourself, or exchange papers and do so.

Review 1

1. They preferred to hold a conference so that there might be a free discussion of the whole matter.
2. This office will accommodate the company's executive at its regular monthly meetings.
3. The premier of Great Britain made an important announcement to the newspaper correspondents.
4. This would give us only the minimum space for the filing of our correspondence. We are grateful, however, for that.
5. They settled the affair satisfactorily to us all.

Review 2

1. Heretofore, it was unnecessary to secure a medical certificate before becoming a member of the team; now, however, such a certificate is necessary.
2. Will you ascertain whether or not the regulation becomes effective on Wednesday?
3. I am enclosing, I hope, a sufficient number of copies of the circular to meet all requirements.
4. Many courses in science are essential in preparation for the profession of engineering.
5. Originally, I came from Fredericton, New Brunswick, but I have been living in Saskatchewan for many years.

Review 3

Lethbridge, March 19, 1930.

To the Manager,
The Alberta Insurance Corporation,
Edmonton, Alberta.

Dear Sir,

In a recent issue of the local paper I noticed your advertisement for a young man to assist in general office work. I should like to submit my application for this position along with references and a statement of my qualifications.

My age is now eighteen years. Last Summer I graduated from our high school with a Grade Twelve diploma. Since graduation I have been taking special business courses in the evenings in the Commercial College here. My ambition has always been to pursue a business career, but I believed that a secondary education at least was a necessity as it would be of definite assistance under many circumstances. Since last September I have been on the permanent staff in my uncle's company, and have been doing a type of work similar, I believe, to that which you require. I may state also that I enjoy especially excellent health.

I would refer you to the enclosed letters of recommendation—one from my uncle, the President and Manager of the Southern Trust and Loan Company with headquarters here, and one also from the principal of our school. I hope that you will consider my application favorably, as the opportunities of Insurance as a permanent field of work appeal to me strongly.

Yours very respectfully,

John Lang.

| 1 | 2 | 3 |
|-----------|-----------|------------|
| crowd | since | around |
| through | sure | hoping |
| knew | laid | blue |
| guess | where | none |
| committee | choose | field |
| until | often | quite |
| led | stopped | coming |
| having | color | says |
| write | hear | there |
| decide | whole | writing |
| our | to | breakfast |
| loose | their | won't |
| always | lose | especially |
| speech | business | busy |
| before | believe | can't |
| know | minute | thought |
| heard | does | piece |
| woman | been | to-night |
| among | whose | wear |
| making | beginning | receive |

| 4 | 5 | 6 |
|-------------|--------------|-------------|
| clothes | here | access |
| answer | planning | police |
| experience | took | temptation |
| immediately | trouble | providence |
| were | though | legislation |
| principal | Tuesday | conductor |
| February | enough | fifteenth |
| meant | raise | camera |
| different | really | abuse |
| across | again | generation |
| straight | which | identify |
| forty | tired | conform |
| too | break | tobacco |
| doctor | seems | reverence |
| just | quiet | tracer |
| easily | truly | routing |
| met | whether | misfortune |
| Wednesday | disappointed | naughty |
| women | known | postscript |
| surprise | separate | horseback |

7

emergency
contempt
dense
dispute
consumption
formally
nursery
republican
noisy
muslin
diet
expire
algebra
chimney
finance
drown
sober
workmanship
publishers
trustee

8

janitor
likeness
penalty
exposition
flies
dean
dependent
female
delinquent
asset
hymn
typhoid
scarf
measurement
incapable
congratulation
bacon
assumed
campus
fasten

9

plague
overalls
prime
nationality
logical
internal
majesty
naval
translation
restore
soliciting
advocate
biscuit
fatigue
dues
confer
declaration
fatal
notwithstanding
plane

| 10 | 11 | 12 |
|-------------|--------------|---------------|
| muscle | seventy-five | scribble |
| inventory | resume | repairing |
| landscape | narrative | consultation |
| nightgown | miner | priest |
| radiator | consolation | embroidered |
| suspicious | dreary | flannel |
| seemingly | effectively | hustle |
| revision | bathe | maturing |
| threaten | chemical | lettuce |
| dependable | bacteria | offensive |
| policeman | ashore | possibilities |
| comedy | memorial | traitor |
| budget | irrigation | volunteer |
| liquor | nomination | stir |
| altitude | pitcher | saddest |
| preparatory | maturity | raving |
| mislaid | preside | mortal |
| shouldn't | troops | peril |
| concentrate | steak | novel |
| refined | separator | oyster |

13

instructive
complimentary
enforcement
hostile
guaranteed
cartoon
buried
burial
aggravate
financing
promptness
omitting
municipal
crocheting
deliberate
misery
alfalfa
varied
refrain
strengthen

14

proving
messenger
lovable
elaborate
confidential
advancement
fin
regarded
accord
herein
fragrance
contribution
icy
perpetual
monkey
scissors
prosperity
quarterly
relatively
tract

15

yoke
carelessness
busiest
asparagus
immigration
here's
enclosure
dining
crisis
existing
by-laws
prevailing
Negroes
unlikely
succession
treating
disaster
sources
writhing
tomato

Review 4

SPECIAL MID-TERM REVIEW

1. The little girl was disappointed because she could have only one biscuit.

2. They were soliciting subscriptions for the journals of a Montreal publisher.

3. The young delinquent would not conform to the by-laws of the town.

4. Here's the busiest messenger in the employment of the local telegraph company.

5. While I was crocheting a scarf, mother embroidered a centre-piece.

6. Can you spell the final sound in these three words: suspic - - - -, lett - - -, and asparag - - ?

7. Because I mislaid my scissors, I cannot mend my clothes till mother's return.

8. The doctor was tired and disappointed and immediately went across the street to his home.

9. We all believed he could manage the separator, but it stopped running in less than forty minutes.

16

tedious
stepping
obscure
parliament
mosquito
misunderstood
copied
proceeded
excursion
honeymoon
alteration
formula
grieve
divorce
glimpse
prescription
minority
wiring
surgery
ruling
imperial

17

tenor
vocabulary
laboring
gingham
advises
mirror
swamped
vague
reverend
singular
medal
hinder
forbid
explosion
continuing
abundant
editorial
difficulties
righteous
successor
delicacy

18

pocketbook
trimming
novelty
omission
mercantile
Kodak
critic
ambassador
chemistry
gratefully
decidedly
hustling
comprehension
attribute
bachelor
abandon
charitable
owns
mattress
intermediate
logic

| 19 | 20 | 21 |
|--------------|---------------|--------------|
| pioneer | culture | mileage |
| witnesses | dialogue | scientific |
| tenant | gospel | typewriting |
| secondary | airplane | weaken |
| ringing | calamity | sandwich |
| loyalty | people's | exists |
| mansion | librarian | socialist |
| pressed | reasonably | released |
| damaged | qualification | partially |
| exclusively | salaries | mutually |
| plaster | tact | southwestern |
| occupation | maintenance | alcohol |
| patriotic | incurred | circuit |
| agencies | temperance | squeeze |
| cathedral | electricity | undecided |
| alphabet | administrator | raisin |
| typical | postponed | notifying |
| serial | Latin | persist |
| interruption | toothache | indignant |
| emphasize | situated | mahogany |

| 22 | 23 | 24 |
|--------------|-------------|---------------|
| overwhelmed | calculation | utility |
| devotion | generosity | bookkeeper |
| consolidated | precedent | appreciating |
| berth | seized | fundamental |
| champion | veil | substituted |
| compound | collateral | expiration |
| dismiss | quartet | snowstorm |
| sentimental | shorthand | expansion |
| regretted | recipe | scenes |
| trimmed | Spanish | introductory |
| stolen | rating | materially |
| surrender | equivalent | peculiarities |
| aggressive | fore | warranted |
| financial | specialty | vigorous |
| feminine | concession | rarely |
| expedition | amateur | laughter |
| registrar | suite | parallel |
| usefulness | rebellion | discipline |
| squirrels | colonel | exaggerate |
| external | souls | immensely |

25

elementary
aerial
financially
deemed
conquer
festival
permitted
mustn't
obvious
portrait
twelfth
simplicity
recommending
melons
physiology
commodity
achievement
bouquet
approximate
foliage

26

picturesque
fraternity
congenial
appropriate
totally
voucher
scarcity
alliance
primarily
shocked
accumulate
propaganda
negligence
academy
panel
suspicion
alumni
siege
prohibition
aisle

27

facilities
principalship
chaperon
high school
facilitate
roommate
X-ray
statistics
itemized
delegates
carburetor
aluminum
forfeit
politician
inferred
yacht
spirits
requisition
emphasis
masquerade

28

initiate
 opportune
 ultimo
 rhubarb
 sandwiches
 transferring
 fascinate
 advantageous
 canvass
 fraternally
 collision
 extravagant
 dessert
 statutes
 inconvenienced
 malice
 committees
 staid
 receipted
 sincerity

29

nuisance
 commit
 dimensions
 feasible
 hosiery
 analyze
 nowadays
 chauffeur
 philosopher
 tuberculosis
 subtle
 respectively
 leased
 negotiate
 carpenter
 colonial
 corps
 ice cream
 fascinating
 permanently

30

mess
 indefinitely
 coincidence
 adieu
 candidacy
 annum
 penitentiary
 unanimous
 psychology
 solemn
 bonuses
 miscellaneous
 toleration
 pneumonia
 fraternities
 dormitory
 procedure
 determination
 calculated
 specifically

| 31 | Supp. 1. | Supp. 2. |
|--------------|---------------|---------------|
| notation | reign | sovereign |
| accountant | musician | eligible |
| vegetation | stubborn | cigarette |
| alternate | ladies' | unnecessarily |
| abundance | grading | subsequent |
| subordinate | fortunately | absorbed |
| despise | uncivilized | competitor |
| imitate | aviation | disadvantage |
| curriculum | static | tonsils |
| specialize | puncture | architecture |
| conceal | deferred | cabbage |
| demonstrate | contractor | sphere |
| cultivation | pantry | thumb |
| banana | suppress | souvenir |
| economics | irregular | attract |
| coupé | designed | corresponding |
| assemble | bankruptcy | estimation |
| commencement | forcibly | consul |
| geometry | insignificant | whistle |
| judging | tonnage | commendation |

Review 5

1. The beautiful cathedral is situated on a high hill overlooking the university buildings.
2. Both the radiator and the carburetor of his automobile were being repaired in the garage.
3. The students in this high school study Latin, Spanish, mathematics, chemistry, and physiology, as well as other subjects.
4. The librarian incurred considerable additional expense by purchasing extra sets of some expensive scientific books.
5. I wish to emphasize particularly the immensely varied opportunities there are in this country.

Review 6

Each mark in the blanks stands for a letter. Fill in the missing letters and learn to write the sentences.

1. He hurt his thum - when cutting the r - ubarb.
2. The sin - erity of the com - it - ee - action was never dou - ted.
3. There is an abund - nce of vegetation in that country. The fol - age on the trees is very thick.
4. A sale of ladie - hos - ery is advertised by the departmental store to take place on We - n - sday.
5. In their professional pra - tice doctors treat cases of pn - umonia and tuberculos - - .
6. This is the twel - th a - rial he has erected for his neighbors.

Review 7

Vancouver, Jan. 30, 1930.

Jas. R. Smith, Esq.,
President, The Smith-Howard Paint Company,
Victoria, B.C.

Dear Sir,

I wish to acknowledge the receipt of your letter of the 28th inst. in regard to Miss C. M. Wilson, and to state that it affords me very great pleasure to write on her behalf.

Miss Wilson has been in the employment of our company during the past six years. She commenced as junior stenographer, spending the first three months filing correspondence. We very soon gave her more responsible tasks, however. She did whatever was assigned her so quickly and thoroughly that we marked her from the beginning as a young lady who would rise as rapidly as the opportunities might present themselves. Within three years she had advanced to the position of assistant to the manager.

We regret very keenly that for domestic reasons Miss Wilson finds she must leave the city and hence our employment. She has been most efficient and courteous at all times. I can state, and do so with no reservation, that in my extensive business experience I have never met any lady employee whose qualifications should guarantee you more complete satisfaction in the capacity of private secretary than those of Miss Wilson. She is absolutely reliable, and is equipped in intellectual and executive ability as well as in skill to fill successfully a difficult position. I would recommend her to you most heartily.

Yours very truly,

W. M. Johnson.

Review 8

Some of the words in italics are spelled alike but are different in pronunciation and meaning. Learn to read the sentences, and to write them from dictation.

1. The *invalid* enjoyed the sunshine to-day. (in'-valid).

2. Two of the speaker's arguments were quite *invalid*. (inval'id).

3. She wrote a very good *essay*. (es'say).

4. The driver will *essay* a greater speed than ever before. (essay').

5. The *perfume* could be smelled through all the room. (per'fume).

6. Ladies often *perfume* their clothes. (perfume').

7. The carpenter took the *contract* to build the elevator. (con'tract).

8. The steel rails *contract* when it is cold. (contract').

9. He would not *desert* his friend. (desert').

10. Camels are used in the *desert*. (des'ert).

Review 9*

SPECIAL REVIEW OF HOMONYMS

Fill the blanks in the following with the proper words, and learn to write the sentences.

council**counsel**

1. He sought the best on the matter that he could find.

2. The members of the city made some important decisions at last night's meeting.

aisle**I'll**

3. If you say so, withdraw from the competition.

4. There was only one in the small church.

canvas**canvass**

5. He spread a piece of on the ground.

6. By means of a thorough of the city, we received many contributions to our fund.

miner**minor**

7. While he is a, he does not have a vote.

8. The works underground many hours at a time.

berth**birth**

9. What is the date of your?

10. My father took a lower on the train.

*This review may be taken with Review 8, if desired.

APPENDIX I

HOW WORDS ARE FORMED

Vowels and consonants.—The twenty-six letters of the alphabet consist of vowels and consonants. The vowels are *a, e, i, o, and u*. The other letters, with the exception of *y*, are consonants. *Y* is a consonant only when it is the first letter of a word. It is a vowel whenever it occurs anywhere else. In the word “my” *y* is a vowel; in the word “yonder” it is a consonant.

Words consist of one or more syllables. In words of one syllable there is at least one vowel: *send, ground, boat*.

In words of more than one syllable there is at least one vowel in each syllable: *surprise, wonderfully, explaining*.

Generally, the pronunciation of a word is the combination of the sound values of the consonants and vowels which make up that word. In some cases, however, there are letters in words which have no sound. These are called *silent letters*: *come, knot, light*. In these words the letters in *italics* are silent letters.

The root of a word is the simplest form of the word: *as, take, pay, place*.

A **prefix** is one or more letters added to the beginning of a root to change its meaning; *as, mistake, repay, displace*.

A **suffix** is one or more letters added to the end of a word to change its meaning; *as, taken, paying, places*.

A **derived word** is one which is derived from a root word by the addition of a prefix or a suffix or both; *as, diameter, employment, unhappiness*.

A **compound word** is one which is made up of two or more simple words. It may or may not be written with a hyphen; *as, blackboard, son-in-law*.

APPENDIX II

RULES FOR SPELLING

GENERAL

Below are a few of the most helpful rules for spelling. When uncertain as to the spelling of a word, it is sometimes useful to know a rule which covers the case. Rules with many exceptions are omitted.

1. Words ending in silent *e* usually drop the *e* before a suffix beginning with a vowel: choose, choosing; haste, hastily; approve, approval.

2. Words ending in silent *e* usually retain the *e* before a suffix beginning with a consonant: improve, improvement; complete, completely; waste, wasteful.

The words argument, acknowledgment, and judgment are three exceptions to the retention of the silent *e* when the suffix *ment* is added. The word judgment, however, is sometimes spelled judgement.

3. Words ending in *y* preceded by a consonant change *y* to *i* before a suffix of which *i* is not the initial letter: happy, happier; army, armies; reply, replying.

4. Words ending in *y* preceded by a vowel usually retain the *y* before a suffix: buy, buyer; enjoy, enjoyed; pray, praying.

5. Words of one syllable ending in a single consonant preceded by a single vowel usually double the final consonant before adding a suffix which begins with a vowel: ship, shipped; plan, planned; thrill, thrilled.

6. Words of more than one syllable ending in a single consonant preceded by a single vowel and accented on the last syllable double the final consonant when a suffix begin-

ning with a vowel is added: occur, occurred; refer, referred; omit, omitted.

7. The following rhyme will help you to remember whether *e* precedes *i* or whether *i* precedes *e*:

I before *e*
Except after *c*
Or when used as *a*
As in neighbor or weigh.

EXCEPTIONS.—Either, height, neither, leisure, seize.

PLURALS OF NOUNS

1. Most nouns add *s* to the singular form to make the plural form: dog, dogs; magazine, magazines.

2. Most nouns that end in sounds like those of the letters *s*, *x*, *sh*, or *ch*, which make it difficult to pronounce the words when an *s* is added, add *es* to form the plural: fox, foxes; witness, witnesses; sash, sashes; watch, watches.

EXCEPTIONS.—A number of nouns that end in *o* also add *es*: potato, potatoes; hero, heroes. Others add only *s*: piano, pianos; auto, autos; radio, radios.

3. Some nouns ending in *f* or *fe* change *f* or *fe* to *v* and add *es*: knife, knives; half, halves; leaf, leaves.

4. Nouns ending in *y* after a consonant change *y* to *i* and add *es*: army, armies; city, cities.

5. Nouns ending in *y* after a vowel add *s*: turkey, turkeys; journey, journeys.

6. For some nouns there are no rules. They form their plural in irregular ways: child, children; man, men; woman, women.

POSSESSIVE FORMS

1. Singular nouns and plural nouns not ending in *s* form the possessive by adding an apostrophe and *s*: farmer, farmer's; men, men's.

2. Plural nouns ending in *s* form the possessive by adding an apostrophe only: boys, boys'; cities, cities'.

NOTE.—The possessive form of *it* is *its*. *It's* is the contraction for *it is*.

THE HYPHEN

Whether an expression is composed of independent words or of a compound word is determined by custom. A compound word may or may not be written with a hyphen. The tendency is toward its omission, writing the two words as one. The following rules will help you in the use of the hyphen:

1. The hyphen is used in compound numbers and in fractions: twenty-one, three-eighths.

2. The hyphen is used in a number of expressions, as: to-day; to-night; to-morrow; good-bye.

3. The hyphen is used when the words *so* and *self* are used as prefixes: so-called, self-addressed.

4. The hyphen is used when two or more words are used together as an adjective before a noun: a never-to-be-forgotten day; a well-worth-while enterprise.

APPENDIX III

RULES FOR SYLLABICATION OF WORDS

Sometimes in writing or printing, because of lack of space at the end of the line, you divide the word at the end of a syllable, and write the remainder of the word on the next line. You use a hyphen at the end of the line to show that the word is not complete. It is important, therefore, to know how to divide words into syllables. When in doubt consult the dictionary. The following are helpful rules.

1. Every syllable must contain at least one vowel.
2. One single vowel may make a syllable. Most frequently a syllable consists of two or more letters. All the letters that go to make the single sound are placed in the same syllable, *e.g. I, prompt-ness, re-ci-tal.*
3. Vowels which come together but are sounded separately are placed in separate syllables, *e.g. ra-di-a-tor, Feb-ru-a-ry.*
4. When compound words are divided into syllables, the parts of the compound word are separated into the single words making up these words, *e.g. wind-mill, base-ball.*
5. The prefixes and suffixes in derived words usually retain their original form as syllables when separated from the root of the word, *e.g. un-pleas-ant, try-ing, en-force-ment.*
6. When there is a single consonant between two vowels, the first vowel being short and the syllable accented, the consonant is joined to the first vowel, *e.g. hon-or, lin-en.*

When, however, the vowel is long, the consonant is joined to the second vowel, *e.g. le-gal, hu-man.*

7. Words with double consonants are divided between them, *e.g. bit-ter, oc-cur.*

When, however, the root word *ends* in a double consonant, the consonants are not divided, *e.g. shell-ing.*

8. When words, with vowels which are not silent, have these vowels separated by two or more different consonants, the first vowel being short and the syllable accented, one consonant is joined to each vowel, *e.g.* wel-come, sim-ple.

When, however, the first vowel is long and the syllable is accented, both consonants are joined to the second vowel, *e.g.* be-tween, du-plicate.

DATE DUE SLIP

RECOMMENDED FOR USE
IN ALBERTA SCHOOLS

PE 1145 Q12 1930 BK-2 C-2
QUANCE FRANK M 1883-1968
THE CANADIAN SPELLER/

39638709 CURR HIST



000019647775

PE 1145 Q12 1930 bk.2 C. 2
Quance, Frank M., 1883-1968
The Canadian speller. -

39638709 CURR HIST

A17045